Mount Holyoke

—everybody's college

ALLEN COUNTY PUBLIC LIBRARY
3 1833 06853 0986

GC
974.402
SO68ME

Digitized by the Internet Archive
in 2019

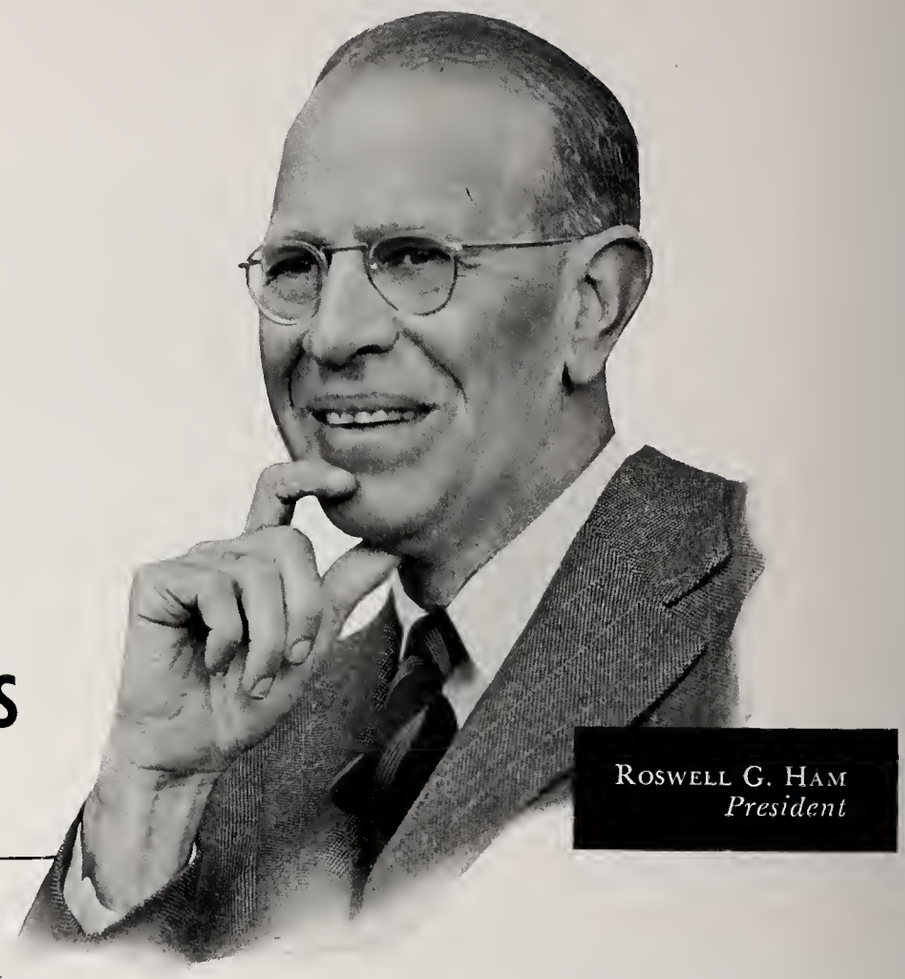
https://archive.org/details/mountholyokeever00merr

Mount Holyoke
—everybody's college

By PHYLLIS MERRILL

Copyright 1948 by Mount Holyoke College
South Hadley, Massachusetts

Come in and hear our story... and yours



ROSWELL G. HAM
President

Probably in the 111 years of its history Mount Holyoke has touched the lives of most Americans in one way or another. Certainly it has continuously translated into achievement what thoughtful Americans believe to be the purpose of education. That is why we call Mount Holyoke's story yours as well as ours.

American Miracle

Our story strikingly illustrates the major though often forgotten truth about American education . . . that despite its faults it is still one of the miracles of all history. Only a little more than a century ago, Horace Mann was just beginning his fight for free schools open to all the children and Mary Lyon hers for the higher education of women. The popular attitude of their time was represented by a member of the Illinois legislature who boasted that he would have carved on his tomb: "Here lies an enemy to free schools" . . . and by newspaper articles which ridiculed Miss Lyon's venture as immoral, unScriptural, unsexing, dangerous to health, and as silly as trying to teach cows.

Democracy Made Manifest

Today the principles of the pioneers are so much taken for granted that we are likely to forget what a miracle it is that a whole people tax themselves and make individual gifts to insure the children of their nation educational opportunity at every level. Today's schools and colleges, public and endowed, stand as a magnificent tribute to the generosity, good sense, and common brotherhood of a whole people. They are the living expression of the American dream, democracy made manifest. Mount Holyoke's story offers 111 years of proof that the dream has not been in vain.

"—not for individuals only but for our country

and for the world..." Mary Lyon

EDUCATION · LIGHTS · THE · FUTURE · MOUNT HOLYOKE COLLEGE ·

"—not for individuals only but for our country

Our founder, MARY LYON, 1797-1849, as she appears in America's Hall of Fame, to which she was the first woman elected

111 Years of Service... by Land, by Sea, by Air

Keep Tuned to Mount Holyoke

In the last decade, all liberal arts colleges have had to decide what to do about radio, a medium of communication now as vital as the printing press. Many colleges have decided to do nothing; they hope that if they just ignore radio, it will go away. Others, like Mount Holyoke, are trying to fit it into their traditions. The task is fairly simple for us, since our tradition is service to society and radio offers a wonderful channel for service.

In our one formal six-hour course, radio is taught as a tool. The students learn enough about its technical, artistic, and economic aspects to use it in their work. Thus an economics major learns how to arouse public sentiment for a good cause by speaking effectively on the air . . . and a crusader for internationalism how to make a Round Table absorbing to everybody.

But our radio studio is built primarily to enhance and extend the work of all our courses. We have invested in superior equipment . . . a professional control board capable of handling four microphones, two studios, and four turntables at once. We are already beginning to share our wealth of learning and entertainment with the people of the Connecticut Valley. And with a direct wire to a nearby station, we shall be able to broadcast all over New England — and indeed from coast to coast — without moving from the campus, using our own students as engineers.

A Century's Interest on Six Cents

Service by air is our latest way of keeping the promise Mary Lyon made to the people who founded Mount Holyoke—that if they would give money to endow a permanent female seminary, without thought of a financial return, they would be repaid a thousandfold generation after generation by the services of educated women to the community, the nation, and the world.

With her blue eyes flashing, and her curly red hair escaping in exuberance from her neat turban, Mary Lyon made this promise up and down the Connecticut Valley in a three-year odyssey of fund-

and for the world..." Mary Lyon

EDUCATION · LIGHTS · THE · FUTURE · MOUNT HOLYOKE COLLEGE ·

collecting. The nobility of her dream woke the great chord of benevolence in the American heart. Though the country was suffering in a financial panic, 1800 different persons in 91 different towns turned out their pockets to give her the first $27,000 which translated her dream into a building and established the principle of permanence through endowment for all women's colleges.

Among those first contributors was a farmer who gave all the cash he had . . . six cents. One likes to think that today his greatgrandson tunes in on the Mount Holyoke Glee Club . . . that his greatgranddaughter belongs to a Girl Scout troop led by a member of the college Fellowship of Faiths . . . that the business man in his family got an idea or two from a recent study of Connecticut Valley industries made by a class in statistics . . . that all his heirs to come will benefit by our new five-year nurses' course given in conjunction with the Hartford Hospital.

Certainly on the homeground we do our best as we go to follow Mary Lyon's injunction: "The founders of this institution expect and have a right to expect that it will be a fountain of good in the world."

12,000 Case Histories

Our former President, Miss Woolley, often quoted a remark a freshman's mother once made to her: "My elder daughter went to a finishing school. That's why I want this one to go to a *beginning* school." It is true that Mount Holyoke only begins the habit of service; one must wait to see it flower in the lives of alumnae.

Taken statistically, our more than 12,000 living alumnae show a proud record of service. They typically choose work more renowned for its usefulness than for its material rewards. For example, of 5000 alumnae reporting in 1937, 989 were teachers, 171 librarians, 144 social workers and 2462 were doing steady volunteer work outside their regular jobs.

Our war record is also illuminating. Over 200 Mount Holyoke graduates joined the services, many of the Waves and Marines getting their training at the old home port in the S.S. Rockefeller. Some held highly responsible positions . . . like Margaret Conant '21, Red Cross Supervisor for the Middle East Theatre, Major Rebekah Fisk '30 who served at the front from D-Day till long after V-E Day, and Commander Louise K. Wilde '31, still on active duty with the United States Navy Women's Reserve. This isn't bad for a college that had only *one* officer in the Civil War . . . Major Mary Lawrence Douglass ex-'63, one of the two women in the nation commissioned in the relief service of the Union Army.

Mount Holyoke Firsts from A to Z

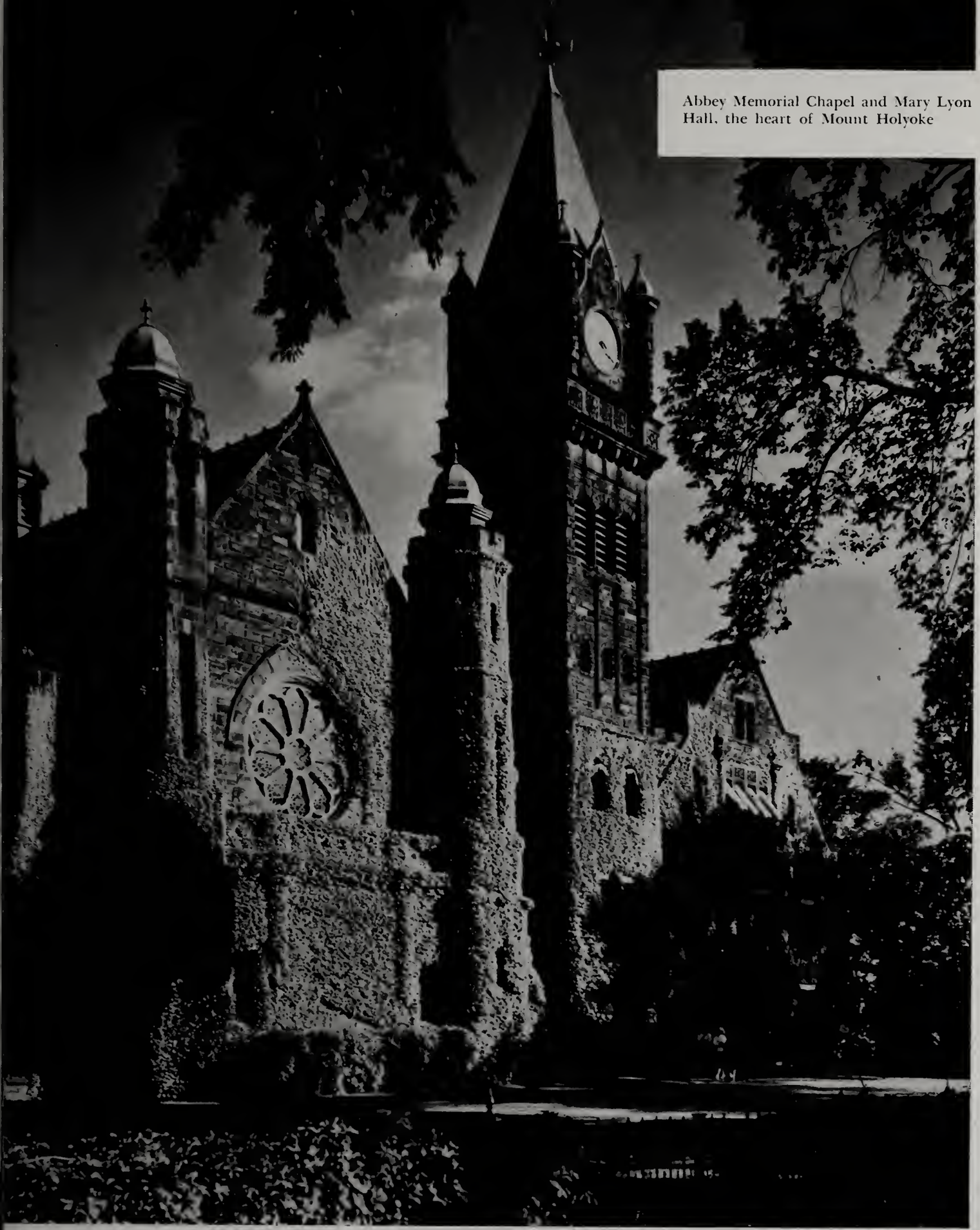
Another index to the usefulness of Mount Holyoke graduates is their perennial adventuring in new fields. The list of Mount Holyoke Firsts goes from A for the Aesthesiometer invented by Dr. Grace Peckham '67 to Z for Zoo-perintendent, position invented and held at the Children's Zoo in the Bronx, New York, by Ruth Dauchy Guiler '35. In between marches a variegated cavalcade of pioneers: Sabra Snell '66 who, with her father and sister, kept America's first weather records . . . Julia Hutchins Farwell '76, who started the first girls' camp in the United States . . . Zella B. Allen Dixson '80, called the first woman library expert . . . Lottie Bushnell '92, first trained nurse of the Tuberculosis Association . . . Frances Perkins '02, first woman member of a President's Cabinet . . . Frances Haven '25, first woman to win a research fellowship from the National Cancer Institute . . . Dr. Katherine Baird '33, first to use penicillin on a meningitis case. We even have a heroine for bobby-soxers: Esther A. Howland, 1847, first to manufacture American valentines.

Cornerstones

But it is the nature of service that most of it should be anonymous and without medals. Eleanor Parker '41, a teacher in New Hampshire, describes what it means in the lives of thousands of "Mary Lyon's plain, ordinary daughters." She writes: "We are the unknown secretaries, the quiet librarians, the obscure nurses, the small town teachers, the busy wives and mothers . . . We are trying to do small jobs in small corners just as well as we can . . . to help young Americans appreciate the privileges of today and shoulder the responsibilities of tomorrow . . . to give just a few others what Mount Holyoke gave to us: a desire to serve and to learn, to know and to hold fast to truth, to find and to create beauty, and a faith in the things eternal."

This is the voice and these the words to which Mary Lyon would lift her head in instant recognition . . . with a smile in her blue eyes for all the generations who have kept and will keep for Mount Holyoke her prayer "that thy daughters may be as cornerstones."

"—not for individuals only but for our country



Abbey Memorial Chapel and Mary Lyon Hall, the heart of Mount Holyoke

and for the world..." Mary Lyon

EDUCATION · LIGHTS · THE · FUTURE · MOUNT HOLYOKE COLLEGE ·

"Big Shots on Campus" at the Children's School founded and run by Mount Holyoke's Department of Psychology and Education

"—not for individuals only but for our country

Currier and Ives print, around 1845, of Mount Holyoke Female Seminary

If it's an educational institution...it's all in the family to Mount Holyoke

Mother of Five

Old mother Holyoke has so many children she can't count them. But the five bound to her by the oldest, closest, and most continuing ties are officially known as "daughter colleges." Founded by pioneering Mount Holyoke graduates in regions where "females" had no chance at higher education until their arrival, they have grown alike from small evangelical seminaries to big liberal arts colleges honored in their lands.

Three were born and raised in this country: Mills in California and Western and Lake Erie in Ohio, all starting their daring careers in the academic Wild West of the 1850's.

The fourth was the result of marriage-by-mail. In 1874, Dr. Andrew Murray, a Huguenot clergyman in South Africa, read Hitchcock's "Memoir of Mary Lyon" and decided that what his country needed was a Mount Holyoke. He sent for a graduate to found it, and when both Abbie Ferguson '56 and Annie Bliss '62 came bobbing down the gang-plank under one parasol, he said piously: "We asked for one teacher and the Lord has given us two." Today, Huguenot College is an integral part of the University of South Africa, and the parent of a whole system of girls' schools. When President Ferguson died, the Cape-Times wrote of her: "It is doubtful whether any woman . . . has ever made so deep an impression on the life of South Africa."

The fifth daughter is the most romantic of them all—the International Institute for Girls in Madrid, founded in 1892 by Alice Gordon Gulick '67. Having survived ten years of violence in Spain, this school has once more opened its doors to young Spanish women.

In 1937, at Mount Holyoke's Centennial, President Aurelia M. Reinhardt of Mills College spoke for all five of the daughter colleges when she compared their mother to a redwood tree with the priceless gift of conserving and reproducing life. There was a redwood majesty in her words: "Mount Holyoke, mother of women's colleges . . . her daughters salute her across the world and across the century of her years."

and for the world..." Mary Lyon

EDUCATION · LIGHTS · THE · FUTURE · MOUNT HOLYOKE COLLEGE ·

Grandmother of Scores

Mary Lyon used to tell her young ladies: "Go where no one else will go. Do what no one else will do." They took her literally on both counts . . . and so have their successors. Founding unusual schools and colleges to meet the unusual deeds of unusual times and communities seems to be an unbreakable Mount Holyoke habit. Probably, counting all the schools set up by early missionary graduates, the college has had at least one grandchild in nearly every nation on earth and every state in the union. Meet an assorted few of our descendants:

Cherokee Seminary, patterned after Mount Holyoke. Founded in 1851 in Indian Territory at the request of John Ross, Chief of the Cherokee Nation.

School for Negroes (now Hampton Institute) founded by Esther F. Wilder ex-'54, with her father.

The American Kindergarten, founded in 1861 by Emily Coe '53.

The International Kindergarten Association, founded by Sarah Stewart '67.

Mount Holyoke of Armenia, founded by Charlotte and Mary Ely '61.

Mount Hermon Seminary (for Negro girls), founded in Clinton, Miss., by Sarah A. Dickey '69.

Boys' Industrial Home, first of its kind in Pennsylvania, founded by Ida G. Canfield ex-'71, with her husband.

University School for Girls, Inc., Chicago, founded by Anna Haire '82 and typical of the preparatory school branch on the family tree.

School for Mountain Whites, founded in Dillsboro, N. C., by Mary Morrison ex-'83.

American (Music) Conservatory in Austria, founded by Florence Polk '02.

Mount Holyoke in Geneva, founded in Switzerland by Alice Mildred Burgess '10.

Sister of Six . . .

Barnard, Bryn Mawr, Radcliffe,
Smith, Vassar, Wellesley

"There can't be too many Mount Holyokes," said Henry F. Durant, when he founded Wellesley College in 1875.

Mr. Durant had given up his distinguished law practice when his little boy died, to devote his great fortune and greater heart to founding some memorial institution which would most benefit other little boys and girls.

At first, he thought only of a children's school, but as a trustee of Mount Holyoke he soon came to share Mary Lyon's conviction that the proper education of a nation starts not with the lower schools but with the training of teachers. Looking around him in the 1870's, he saw what she had seen in the 1830's—that America's menfolk were too busy taming a continent to worry about developing the continent's greatest natural resource, children. Women had taken on the job men had failed to do and Mount Holyoke's well-trained graduates were in the vanguard of the doing, teaching effectively by the hundred in wilderness schoolhouses, Eastern academies, city slum-schools, schools for the bewildered children of ex-slaves.

Mr. Durant looked at the record and, in memory of his little son, founded a women's college as the institution which would most benefit children. The 1940's still bear witness to that incomparable benefit.

At Mount Holyoke's Semi-Centennial, President Seelye of Smith College summarized what Mary Lyon's Seminary had meant to all institutions for the higher education of women. "Most of them owe their very existence to Mount Holyoke," he said. "All of them are unspeakably indebted to her work . . . in educating so many accomplished and self-sacrificing teachers . . . in giving so clear and forcible an expression to the truth that intelligence is as valuable in a woman's mind as it is in a man's."

Today, the seven beautiful sisters make an important unit in American education. Each has her own personality, but the family likeness is strong. All are liberal arts colleges, equal in scholarship to the finest men's colleges in the nation, all give their students physical, social and spiritual as well as intellectual training, all send out leaders conscious that they owe society a return on their educations.

They band together in many common projects to advance the cause of women's education . . . offering National Scholarships to girls from the West . . . exchanging graduate students . . . sometimes trying in unison to get women's colleges a penny for every dollar given to men's colleges. Each owes much to the other—for example, we gave Wellesley her first President, Ada L. Howard '53, and she gave us back the Chairman of her Department of Religion, young Mary E. Woolley, to become our beloved President for 37 years. The common interests of the seven sisters were strikingly illustrated during the war when Mildred

"—not for individuals only but for our country

The Men Who Come to Dinner

McAfee Horton, graduate of Vassar and President of Wellesley, headed the thousands of WAVES officers trained on the campuses of Mount Holyoke and Smith.

Sweetheart of Several

Amherst is in the lead with Yale, Harvard, M.I.T. and all the rest moving up fast.

Friend of All

Through a thousand or more graduates now teaching in universities, colleges, high schools, grade schools, night schools, nursing schools, medical schools . . . and through another thousand or more who are married to teachers . . . Mount Holyoke is friends with all types of present-day American educational institutions.

Those institutions make a goodly family, all in all. The future of this nation and perhaps of the world is largely theirs to shape, and from kindergarten to graduate school they are fully conscious of their vital responsibility. The patriarch of them all spoke for the whole family at Mount Holyoke's Centennial celebration: "The college of John Harvard salutes the college of Mary Lyon . . . in the rededication of all colleges and universities to their high and indispensable function in our American democracy."

and for the world . . ." Mary Lyon

EDUCATION · LIGHTS · THE · FUTURE · MOUNT HOLYOKE COLLEGE ·

MARY E. WOOLLEY, 1863-1947, President of Mount Holyoke, 1900-1937. First woman ever to represent the United States at an international conference. Chosen in a national poll as one of the twelve greatest women in American history.

"Internationalism has been woven into the very warp and woof of this institution from the beginning..." *Mary E. Woolley*

"—not for individuals only but for our country

Nations with Faces and First Names

In 1947, nineteen girls from all over the world came clippering in to South Hadley in search of an education that will fit them to serve their people. Yvonne Charriot . . . Hsu Lee-Hsai . . . Annamma Ninan . . . Rosa Santana Poldo . . . Aliki Tzalopoulou . . . Beatrice Yamasaki . . . Helena Deschko . . . Their names sing like a hymn to the United Nations through the little New England village.

The village has heard the hymn before . . . has been hearing it these hundred years. Its opening triumphant chord was struck in the 1840's when the first daring Mount Holyoke girls took the clipper to strange lands as Christian missionaries . . . with the Bible for their charter of a brave new world to be based on the Brotherhood of Man under the Fatherhood of God.

Our Great-Grandmothers Knew Each Other Well

It takes a poet to tell the story of these American girls who worked and lived side by side with Zulu girls and Japanese girls and Greeks and Koreans and Turks and Sandwich Islanders a hundred years ago. Hear it from Louise Porter Thomas '34:

> Abigail Moore went out to India
> A century ago, and Susan Waite
> To China, and Fidelia Fiske embarked
> To Persian cities from South Hadley Town.
> (South Hadley Town, where fertile seed was sown.)
> And all across the world to desolate lands
> And lands most desolate with humanity,
> They took their sisterhood, from northern ports
> Up the earth's slope to sea-surrounded reefs,
> Down the earth's curve to wave-embattled capes—
> To Egypt, and Japan and Labrador,
> Hawaii, Turkey, and Colombia—
> Yearly they went, not yearly to return;
> And not all to return at any time.

They took their sisterhood . . . and they took their science textbooks and their sturdy New England ideas of democracy and duty and Mary Lyon's radical idea that black and yellow people and even women had souls . . . and everywhere they went they opened schools and colleges. There were to be 361 missionaries in the first 100 years—internationalists a century before anyone had heard of the United Nations.

Where the West and Near East Meet

Miss Woolley loved to tell how the missionaries' tales worked out over a century, growing into world sagas of education. Take Fidelia Fiske. On her first day beyond Bagdad, a Nestorian bishop led up to her two little girls and, putting their hands in hers, said, "They are your daughters. No man shall take them from your hand. Now you start Mount Holy Oke in Persia." Today there are schools and colleges all over the Near East directly descended from Fidelia's two-girl Holy Oke.

Happy Chinese Ending

And China—how Miss Woolley chuckled over the tradition Susan Waite started there! When she

and for the world . . ." Mary Lyon

EDUCATION · LIGHTS · THE · FUTURE · MOUNT HOLYOKE COLLEGE

was traveling with our government's China Education Commission in 1922 she found Mount Holyoke graduates teaching or presiding in every school and college the Commission visited. Today, in Shanghai alone, the College is represented by Grace Liang Yapp '25, English teacher at Customs College; Grace Yang '18, parent of China's first junior college; Tsoo-sing Chen '16, Dean of Women at Shanghai University, and Ai-Fang Yang Lin '29, wife of its President . . . to name a few.

An Indian Mary Lyon

But Abigail's story has the most dramatic climax. Its thrill swept the Chapel last May when the honorary blue hood of Mount Holyoke was placed on the shoulders of Elizabeth George, the first native Indian woman to become President of an Indian college, the Women's Christian College at Madras, our Oriental sister.

It was for this symbolic moment that Abigail Moore sailed around Cape Horn a century ago—that some day there might be an Indian Mary Lyon. It was for this moment that an unbroken two-way cavalcade followed her—teachers, scientists, missionaries, doctors, nurses—like Vimala Appasamy '31, now heading the Vidodaya (Dawn of Education) School in Madras . . . and Eleanor Mason '19, carrying on her invaluable research in rice-diet deficiencies at the college . . . and A. Kumari Paul '43, doing basic research at Tata Memorial Cancer Hospital in Bombay. Dr. George is a symbol of hope to them all as she heads the institution that means to South India today what Mount Holyoke meant to New England in the beginning . . . a solitary lighthouse of education to women just emerging into a new era.

Miss Woolley's Way

The story of internationalism at Mount Holyoke is told this way because it's the way Miss Woolley would have chosen. She took it for granted that the college and its graduates would do sound work in the study of international relations, and pioneering work in international organizations.

But she believed that peace and international harmony must come in the end not through knowledge and organization alone but through the things of the spirit . . . through that same acceptance of individual responsibility for the Brotherhood of Man under the Fatherhood of God which characterized the early missionaries.

Looking at Mount Holyoke's century of international experience, Miss Woolley saw unshakable proof that all men share the divine spark . . . that Christian brotherhood works anywhere it is tried . . . that racial and religious tolerance works . . . that democratic procedure works . . . that plain people everywhere on earth have the same plain desires—for peace, decency, and security, for mortal and immortal hope. She expected the internationalism of Mount Holyoke girls to be grounded in the same calm certainty.

A Flame to Warm the World

It was Miss Woolley's belief in the divine spark in all men and her knowledge of how it could be built into a flame to warm the world that made her so great a force in international affairs.

Her tremendous efforts for peace and unity are recognized in the words of Dr. Henry Sloane Coffin: "It was not surprising that when the Geneva Disarmament Conference was called in 1932 President Hoover . . . should appoint her one of the delegates of this country. Miss Woolley was no novice at international gatherings. She had been a member of . . . the Institute of Pacific Relations in 1925 and again in 1927. She had studied economic, racial and political issues. She thought constantly of the social problem of how nations and men and women can live together happily and helpfully . . ."

Lasting Legacy

For her work in promoting international friendship, universities and churches and kings gave Miss Woolley their high tokens of honor; the walls of a room could be covered with the glorious tapestry of her hoods and medals and citations.

But above all her name is honored in the lives of Mount Holyoke women who carry into their work her conception of the internationalism of human goodness. *The New York Times* bore testimony to this living influence in its editorial statement: "No graduate of Mount Holyoke—and there were several thousand during her presidency—can fail to have taken away something of Dr. Woolley's spirit and temper and idealism . . . She could have wanted no finer legacy."

That legacy will increase and multiply as long as Mount Holyoke stands. For, to quote again from Dr. Coffin: "Her intangible heritage—her outlook, her depth of mind, her devotedness, her invincible faith and hope—will be the inspiration of those with spirits akin to hers, to whom through her memory she will still movingly speak."

"—not for individuals only but for our country

17 nations are united at Mount Holyoke, where girls from 16 foreign countries live with American girls in dormitories like Rockefeller Hall

and for the world..." Mary Lyon

EDUCATION · LIGHTS · THE · FUTURE · MOUNT HOLYOKE COLLEGE

"Until our tenth reunion

I never knew my roommate was a millionaire"

Alumna '37

It Can Happen Here!

Probably if the girls at Mount Holyoke happened to know they had a millionaire in their midst, they would add her to the list they rattle off to show the diversity of the student body: one Wac, one Marine, one Coast Guard, one Russian, one model, one Brazilian . . . one millionaire. But normally the subject would never come up.

Mount Holyoke's social life is and always has been singularly free from distinctions based on wealth. The present typical assemblage of 1148 undergraduates, from 38 states and 16 foreign countries, prepared about half at public and half at private schools, represents the full range of financial and family background, with the majority coming from that "great middle class" which, as Mary Lyon said, "contains the wheels and mainsprings that move the world."

Nothing Important for Sale

But wherever they come from, they all live in one environment after they arrive. The farmer's daughter coming to college on egg money painfully saved over seventeen years, the Park Avenue girl whose father is a bank president, the refugee with no parents but a YWCA committee . . . all live in the same dormitories, with no sorority groups . . . all take care of their own pleasant rooms, eat the same food, go around in the same anonymous sweaters and skirts, share alike in a campus and a tradition whose riches no individual could command alone. Finding their special friends according to their own inclinations, but friendly with a thousand . . . judged for themselves alone . . . they move for four years in a world free from slavery to material standards, where neither money can buy nor lack of it forbid the prizes most desired.

It Takes a Taxi-Driver . . .

The democratic spirit of the college is well understood and loved in the countryside. A taxi-driver summed it up for an incoming freshman who

"—not for individuals only but for our country

There's still a frontier . . . members of Outing Club start off on a day's trail blazing

didn't see why she should share a cab she could pay for alone. "Girlie," he said, "Where you're going the fare's not enough without the share."

"The fare's not enough without the share" comes close to expressing the philosophy of the Board of Admissions in selecting the girls now in college from several thousand applicants. The meetings of this Board, composed of eight members of the faculty and administration, are numerous and dramatic. Starting with no formulae or quotas, they consider what the college can offer to each applicant and she to the college . . . the fare and the share. Always, the scholarship question looms: whether to help a few girls a lot or a lot of girls a little. (Over a third now hold scholarships of varying amounts.)

The final list is a proof of the distribution of virtue and ability among All God's Chillun . . . more than a thousand girls widely diversified in origin, family background, race, religion, nationality . . . living together with amity and affection . . . making and keeping their own laws . . . following the honor system academically and socially . . . capable of understanding and carrying on a system of life in which everyone is judged individually, not as a member of a group.

One-Woman Power

The democracy Holyoke students absorb into their brains, bones, and habits acts as a leaven in the communities to which they go as graduates. What one person can do to promote democracy is shown in the career of Alice Halligan '09, the force behind the famous Springfield Plan for teaching democracy with the ABC's. In the true manner of her Alma Mater, Miss Halligan brought to the making of the Plan not only idealistic enthusiasm but an exhaustive scientific study of racial antagonism and bigotry. The Springfield Plan is now being studied and adopted by many school systems throughout the country.

Mary Lyon would smile to see this illustration of her words to teachers: "You are making circles that will widen into eternity and you can never guess how great your influence will be."

and for the world . . ." Mary Lyon

EDUCATION · LIGHTS · THE · FUTURE · MOUNT HOLYOKE COLLEGE ·

Proportion for Scholarship and Friendship: 1 to 9

Ten on a Log

Nobody has ever summarized the essentials of education better than President Garfield in his famous definition: "Mark Hopkins on one end of a log and a student on the other."

Arithmetically, Mount Holyoke comes close to carrying out the definition. We have one teacher for every nine students in an average year. This proportion enables us to keep our teaching basically person-to-person and mind-to-mind.

In spirit, we are exactly on the beam. Our greatest Mark Hopkinses are not labelled "For Graduate Students Only" . . . they share a log regularly with the newest underclassmen. Emma Perry Carr, Professor Emeritus of Chemistry, says: "It has been our policy for many years to have the most experienced teachers in the beginning courses."

Typical Mount Holyoke Scene

The picture above presents a typical Mount Holyoke scene. Shown taking part in a beginning laboratory session is Miss Mary L. Sherrill, Chairman of the Department of Chemistry. (She and Miss Carr are two of the five winners of the Garvan Medal awarded by the American Chemical Society "to an American woman for distinguished service to chemistry.") Miss Sherrill's wonderful enthusiasm and unflagging interest in every experiment holds the attention of each girl and communicates the belief that new worlds are waiting for new Columbuses.

True scholars are born this way, not only in the sciences, but in all branches of learning. The President of one of our great universities once asked Miss Woolley why her girls were always better prepared for graduate work than his boys. "It must be," he said, "that at Mount Holyoke all the students come to study." "Not only that," Miss Woolley flashed back, "but all the teachers come to teach."

Partners

There lies Mount Holyoke's greatest strength. Her students are not considered obstacles to research, but potential partners in it. Often the line between faculty and students practically disappears —as in the famous group research projects of the science and economics departments, in which honor students, graduate students, and members of the faculty pool their efforts towards a common end.

It is this unusual teacher-student relationship

"—not for individuals only but for our country

which accounts for Mount Holyoke's remarkable record of graduate study. According to the Centennial census, over 60% of alumnae have done some graduate work, of these over 10% have their doctorates, and we can't keep track of the ever-increasing percentage who make distinguished contributions to scholarship in every field from archaeology to medieval history.

Let Emily Say It

A hundred years ago, Emily Dickinson wrote from Mount Holyoke to her best friend: "The teachers are all very kind and affectionate to us. They call on us frequently and urge us to return their calls and, when we do, we always receive a cordial welcome." Emily's report is as happily accurate today as it was in 1847.

On a typical evening, the Zoology Club will be meeting at the home of Miss Morgan and Miss Adams . . . a dozen foreign students will be learning the charms of American hot dogs at the apartment of their adviser, Miss Patch . . . a few potential writers will be sharing shoptalk with our novelists, Sydney McLean and Joyce Horner of the English Department. A class of sculptors will be at the home of the Comptroller doing models of his four children asleep . . . a dozen girls will be singing around President Ham's piano to his strictly modern beat . . . and there'll be faculty guests at all the dormitory dinners and after-dinners. As one of our foreign students puts it: "America is the friendly-most place I have met in the world but Mount Holyoke is even friendly-more."

"Teaching Makes the School"

At our Centennial in 1937, Roberta Teale Swartz Chalmers '25 read her "Academic Festival." Its last stanza expresses permanently the permanent ways of our Mount Holyoke teachers.

> For a hundred years your health, Mount Holyoke,
> Has been your teachers. Teaching makes the school.
> Two gallant Marys bred your quality.
> One of your lines descends from Agassiz.
> That prince of teachers, standing in the hay
> While barn-swallows flew round and round his head,
> Expounded wonders from a pail of fish,—
> And Lydia Shattuck listened. None the less
> Clapp, Jewett, Stevens, founts of your success
> Prove it again: that teaching makes the school.
> Your health, Mount Holyoke—those who know the rule,
> Text, method, fundamentals, but profess
> A college is a place where someone learns
> Unfolding his own answers, like the ferns.

and for the world..." Mary Lyon

EDUCATION · LIGHTS · THE · FUTURE · MOUNT HOLYOKE COLLEGE ·

"By our product we should be judged. The world seems to think it excellent."
. . . President Roswell G. Ham

Curriculum for symphony and solo

Striking the Balance

Mount Holyoke's new curriculum, which went into effect for the class entering in the fall of 1947, has the old Mount Holyoke aim: "to develop the student as an individual and prepare her for participation in a free democratic society." But much of the machinery set up to achieve the aim is new. It is designed primarily to strike a happy balance between general and specialized education for each student—to prepare her for both the symphony and the solo performances which life requires.

The Symphony: General Education

Being educated under the new curriculum will be something like playing in the college orchestra. Each girl in the orchestra not only plays her own instrument but also knows something about all the other instruments it takes to perform a symphony. Strings, woodwinds, brass, and percussion must understand and respect each other's languages to speak together the immortal language of Beethoven.

Similarly, under the new curriculum, each student majors in a particular subject but understands and respects all the other subjects in the catalogue of life and learning. She devotes the first two years of college to laying the foundation of the symphonic mind . . . to learning the basic languages and interrelationships of the four principal fields of human knowledge: the arts and literatures; the sciences and mathematics; the social sciences; and the perspective subjects—history, religion, and philosophy.

There is little new in this division of time and subject matter, at Mount Holyoke or elsewhere. But there is something new in our method of approaching each field. Many colleges in their new general education plans have set up broadly interpretative courses which bring together all the sciences or all the social studies. We are trying out instead "the basic course."

Basic courses are adaptations of departmental introductory courses, which have proved success-

"—not for individuals only but for our country

ful over many years, to make them fulfill the aim of the new curriculum. The basic course in political science, for example, is neither a rubberneck tour through all the governments of history, nor a concentration on our Constitution, but a study of selected fundamental problems such as the individual and the state, illustrated by American, foreign, and international experience.

Each basic course is expected to live up to this ambitious definition: "a student who takes no further work in the subject learns what she needs to know about the fundamental principles, factual material and accepted techniques of the subject itself, about the kind of thinking it uses, and about its connection with related fields of knowledge and with her own life."

The Solo: Field of Concentration

When the junior year begins, the student settles down to mastering her major subject—her chosen instrument for solo performance. For the last two years, it's the center, though not the whole, of her educational plan. Thus a zoology major interested in doing graduate study of marine life in tropical waters might supplement her central zoology work with courses in art to aid her in sketching specimens, and with courses in Spanish to make sure her tropical social contacts would not be confined to fish.

Each student under the new curriculum has a faculty counselor (and friend) who helps her individually and continuously with her academic and personal plans. With such an expert conductor, she can't get lost in the wilderness of choices presented by all aspects of the college life. She may be advised, if qualified, to enter honors work in her junior and senior years—an adventure in independent and original work which will require the best of her intellectual curiosity, initiative and sustained effort.

Soloists in Symphony

We hope that under our new curriculum our graduates will become excellent specialists and soloists—Gabriels on the horn, and Pans on the pipe. But more than that we hope that they will become excellent citizens and symphonists, who understand and appreciate each other's languages, who share a common experience and purpose, who act upon their knowledge that it takes many instruments well-played and played together to make a symphony or a good life or a good community.

Art, Archaeology, Greek, Latin, English Language and Literature, French, German, Italian, Music, Russian, Spanish: *for standards of taste and for experience with living.*

"the treasures unlocked by thy key"

. . . from the Mount Holyoke Alma Mater

From and For Life

The treasures of art are part of everybody's life in South Hadley. The village children and animals, for instance, think it's a universal custom to sit for one's portrait frequently. Every year, at the shows of student and faculty work, they come to admire themselves . . . and to envy Professor Florence Foss' cat who is cast in sleek aluminum and obviously knows he is famous.

Everybody comes to the exhibits and teas sponsored by the Friends of Art, to enjoy shows ranging from Frederic Waugh's seascapes to Doris Rosenthal's Mexican paintings. Most students, even if they take no art courses, acquire taste, take down the pin-ups in their rooms, join the lending library of framed reproductions, and hang Van Gogh where Van Johnson hung before.

Girls who take the basic course in art study aesthetic theory and masterpieces, as do majors before they go on to studio work. The girls' own styles improve through study of the masters, through the stimulus of teachers who are both scholars and artists—like Henry Rox in sculpture and Dorothy Cogswell in painting—and through contact with students specializing in archaeology and art history.

Town Hall Tonight

What's true of art is true of music—its treasures are shared by the college. The Mount Holyoke Glee Club is the main extra-curricular interest of many girls. Under the direction of Ruth Douglass '23 the Glee Club gives a carol concert in New York's Town Hall every Christmas . . . looking and

"—not for individuals only but for our country

singing like angels. On campus they enrich church and vesper services unforgettably. The symphony orchestra uses every student, teacher, and villager who can play an instrument (apparently a mother seldom raises her girl to be a kettledrummer). The college turns out in force for concerts by artists like Marian Anderson.

All courses whether in composition, history, theory, or individual performance are given educational focus by the cultural importance of the music. The teachers are accomplished musicians and some fine original composition comes from the students . . . like a senior's music for the first canto of the Inferno which two students recently interpreted in dance.

Laboratories

The Laboratory Theatre furnishes scene-designers, electricians, costumers and makeup artists from the advanced playwriting courses . . . the advanced courses in foreign literatures furnish the play and performers . . . and every year the college sees plays like Goethe's "Urfaust", performed by Mount Holyoke and Amherst students.

The beginning courses in the foreign languages all have speech laboratories now, set up on the successful Army system of drill periods and led by our foreign graduate students. From the first day, language climbs out of the usual wilderness of grammar into the realm of meaning.

The foreign literatures are taught not only as works of art but as interpretations of other peoples and cultures. We have many strong "interpreters" . . . like Miss Patch of French, patron saint of refugee and foreign students . . . Mr. Giamatti, who has made Mount Holyoke a center of Italian culture . . . the German novelist, Joachim Maass . . . the Spanish lyric poet Luis Cernuda.

Native Tongue

Four recent books by Mount Holyoke alumnae are "The Burning Spring", a realistic novel by Fynette Fiske Rowe '32 . . . "The Amiable Autocrat", a scholarly yet lively biography of the elder Holmes by Eleanor Tilton '34 . . . "Driftwood Valley", a Thoreau-like account of life in the north woods which won for Theodora Cope Stanwell-Fletcher '28 the Audubon Prize for 1947 . . . and "The Roosevelt I Knew", the warmhearted and penetrating study from life by Frances Perkins '02.

The first two authors specialized in English at college, and the last two in the sciences, but all four shared Mount Holyoke's traditional course in freshman English. Whatever name it goes by in different periods, this course brings every girl to grips with language, life, and herself. She learns to her frequent dismay that style is not pretty phrasing but the shape of one's life and thought. She learns to put structure before ornament, to observe, write, and read honestly.

Advanced courses in English deepen the student's ability to make the thought shape the language. Students who have been used to pouring out their souls without much regard either to the pouring or the soul often resent the stern discipline at first, but live to bless it because it sets free their finest powers . . . in playwriting, short story, poetry. Recently, many have been making delightful studies from our college archives—an historical novelist's dream, replete with a hundred years of firsthand documents by young "females."

The courses in English and American literature offer "adventures of the soul among masterpieces." They use not textbooks but texts . . . not fragments but wholes . . . delivering to students their rightful heritage of the ideas, the ethics, and the experiences which have made the world in which we live. Chaucer, Shakespeare, Milton . . . they are high among the treasures unlocked for life by a Mount Holyoke education.

One of the World's Great Poets Studied Here

Emily Dickinson at seventeen was "the idol of the school." She wrote in 1847: "I love this Seminary and all the teachers are bound strongly to my heart by ties of affection."

The soul selects her own society,
Then shuts the door;
On her divine majority
Obtrude no more.

and for the world..." Mary Lyon

EDUCATION · LIGHTS · THE · FUTURE · MOUNT HOLYOKE COLLEGE ·

Astronomy, Biology, Chemistry, Geology and Geography, Mathematics, Physics, Physiology, Plant Science, Zoology: *for practice in concrete and logical thinking and for understanding of the physical world.*

In the laboratory, man's best friend

"The telescope at one end of his beat and at the other end the microscope" *Robert Frost*

Stars in Their Eyes

Sometimes on a winter night when the Northern Lights flame over Massachusetts, Miss Farnsworth, Chairman of Astronomy, rings the Chapel bell to call the college out for a look at the good sky. Leaving their books, students and faculty stream out into the snow to read a page of heaven.

The next day the memory of that sky links the college. Perhaps the Italian professor reads Dante's "my desire and will were moved . . . by the Love that moves the sun and the other stars." Perhaps the chemistry professor compares the orderliness of constellations and molecules . . . and the mathematics professor points out that the solar system, not Euclid, is the great textbook of geometry . . . and the President in his Chapel talk repeats the question Jehovah addressed to Job: "Where wast thou when I laid the foundations of the earth? . . . Canst *thou* bind the sweet influences of Pleiades or loose the bands of Orion?"

Such sharing is what we call here "community of experience" and "general education." It is part of the great science tradition at Mount Holyoke to relate one science to another and all sciences to a central vision of life.

Thus, Geology's basic course not only explores facts about the earth on which man lives but shows "how he could keep himself from starving and dying if he would be more reasonable, less avaricious, and less suspicious of his kin." Zoology's basic course aims at showing "the relatedness" of all living things and "the boundary between the known and the Great Unknown."

Of Mice and Women

If a woman screams when she sees a mouse, she did not attend Mount Holyoke. Sometimes freshmen try a squeal or two when they look their first white rat in the glittering eye . . . but a great many of them major in physiology or zoology, keeping company for years with mice, frogs, and fish, and the heroes and villains of the microscopic world.

Dr. Frances Haven '25, of the Rochester Medical School, probably holds the Mount Holyoke Pied Piper record. She used 25,000 rats in her research into the effects of uranium on living tissue, previous to the exploding of the atom bomb. The tradition prevails. A 1947 honor paper was Carolyn Wilson's prize study on the thymus in the albino and the normal mouse.

Service Through Science

A new proof that Mount Holyoke is everybody's college lies in the contributions of our teacher-scientists to everybody's welfare . . . Miss Muus in the study and treatment of burns . . . A. Elizabeth Adams '14 in endocrinology . . . and so on around the span of life from Miss Stein's studies in ge-

"—not for individuals only but for our country

netics to Christianna Smith's ('15) in the biological processes of aging.

Our alumnae carry on the Mount Holyoke tradition of service through science. An assorted few are Dr. Alice Renfrew '21 of the Mellon Institute whose discoveries help lessen the pneumonia mortality rate . . . Dr. Esther Loring Richards '10, Professor of Psychiatry at Johns Hopkins . . . Dr. Mildred Trotter '20 who has done valuable work in caudal anaesthesia.

When Scholars Work Together

During the war, Mount Holyoke was the only women's college among the 25 institutions appointed to work on the Government's antimalarial project. For three years, under Miss Sherrill's direction, members of the Chemistry Department with graduate and honor students searched for a substitute for quinine.

Group research was nothing new at Mount Holyoke. As early as 1914, Professor Emeritus Carr, then Chairman of Chemistry, initiated the group research project in ultraviolet absorption spectra which has now extended over nearly twenty years, bringing worldwide recognition to our Chemistry Department.

The story of this research into the structure of molecules and the forces that hold atoms together reads like a detective story and a saga combined. Its findings have proved useful in turn to organic chemists, petroleum and rubber chemists.

A great unsolved problem to which it contributes indirectly is that of photosynthesis, the process by which green plants turn solar energy into food, fuel, and fibers. As Miss Carr says, "When one undertakes to unravel one of Nature's mysteries one never knows where it may lead."

The Scriptures of Nature

All Mount Holyoke is proud of our scientists who patiently tread alone or together man's beat between the telescope and the microscope . . . "two instruments of nearly equal hope and in conjunction giving quite a spread." In years of studying the scriptures of Nature, written alike in stars and starfish, they have pushed back a fraction the boundary between the known and the Great Unknown.

With the checking of laboratory equipment, science courses begin . . . perhaps to end some day in discoveries for the good of all mankind.

and for the world..." Mary Lyon

EDUCATION · LIGHTS · THE · FUTURE · MOUNT HOLYOKE COLLEGE ·

History, Religion, Philosophy: *for revealing human experience in perspective, and for interpretation.*

They major in the past to make the future

Tribute from France

The great French philosopher, Jean André Wahl, who taught here during the war, dedicated his recent book on metaphysics to his Mount Holyoke students, an honor that naturally delights us. But what we appreciate even more is his tribute to our Professor Emeritus of Philosophy.

"I will let my heart speak," Mr. Wahl said. "I hope it knows English better than my head. When I was in Europe I nearly saw the face of the Devil. When I came to South Hadley, I saw Professor Warbeke—the beautiful and good man of whom the ancient philosophers speak."

The Department seeks, in the Socratic tradition, to make the individual a clear and independent thinker and to give her a broad view of human knowledge and human striving. To this end its students are early directed to the course in the History of Philosophy, wherein they learn of the permanent contributions to basic human problems made by great thinkers of all ages.

The Greatest Book

The study of religion at Mount Holyoke deals, like philosophy, with the meaning of life and the nature of goodness, the most important of inquiries for young people, who are inclined to think that all human problems are either economic or political. The study begins with the Bible, the epic of the world that helped shape western civilization, the source of the belief in the dignity of man upon which our government is founded. Students in advanced courses study Oriental religions and then come back again to the Bible and to the study of modern religious thought.

The majority of students belong to the Fellowship of Faiths. Its three-part program—Worship, Education, Service – supplements the courses in religion through opportunities to learn more about others' faiths and to live one's own. (Almost every religion on earth is represented on campus, from Baptist to Buddhist.) At one conference a professor of philosophy from Yale University, Protestant, a Jewish Rabbi from Leominster, a Humanist from Amherst College, and a Jesuit Father from Holy Cross College took part in a panel discussion on the Necessity of Religion. The similarities, rather than the differences, of all faiths are stressed in the Fellowship, and the fact that liberalism means little unless translated into positive achievement.

Learning from Experience

The study of history is a delight for its own sake, making life richer and more intelligible, and

"—not for individuals only but for our country

satisfying a woman's natural curiosity on a grand scale.

But, more importantly, history is the best guide to the future, providing perspective on modern problems. Mount Holyoke's basic course in history is designed to start our freshmen along the road of other times and other nations, so that they will desire to keep traveling it all their lives. Major students in history get a goodly distance along the road with advanced courses and area studies.

In teaching American history these days, there is pressure in many places to distort or conceal facts in order to promote some crusade . . . to teach not history but propaganda. Against that tendency, Mount Holyoke sets its long and fiery passion for honest scholarship. As Viola F. Barnes, Professor of American History, puts it: "Is it not enough of a gospel for the historian to keep up the search for truth and try to teach it, without making history the handmaiden of an ism, no matter how noble, national, or international?"

Training in the ancient gospels of truth and of judging by experience stands our history majors in good stead wherever their careers take them. And where that will be, nobody can prophesy. Susannah Mirick '39, a graduate with high honor in history, went from an economics job in Washington to Praha, Czechoslovakia, as Vice-Consul of the United States. Anne Oehm '42 went from the School of Advanced International Studies in Washington to Finland, where she now represents her country as Vice-Consul. Some majors go on to do background research for historical movies in Hollywood . . . where the truth does no harm either. And many carry their sense of truth and perspective into the world's most important work, teaching.

Mary Ashby Cheek '13
President of
Rockford College, Illinois

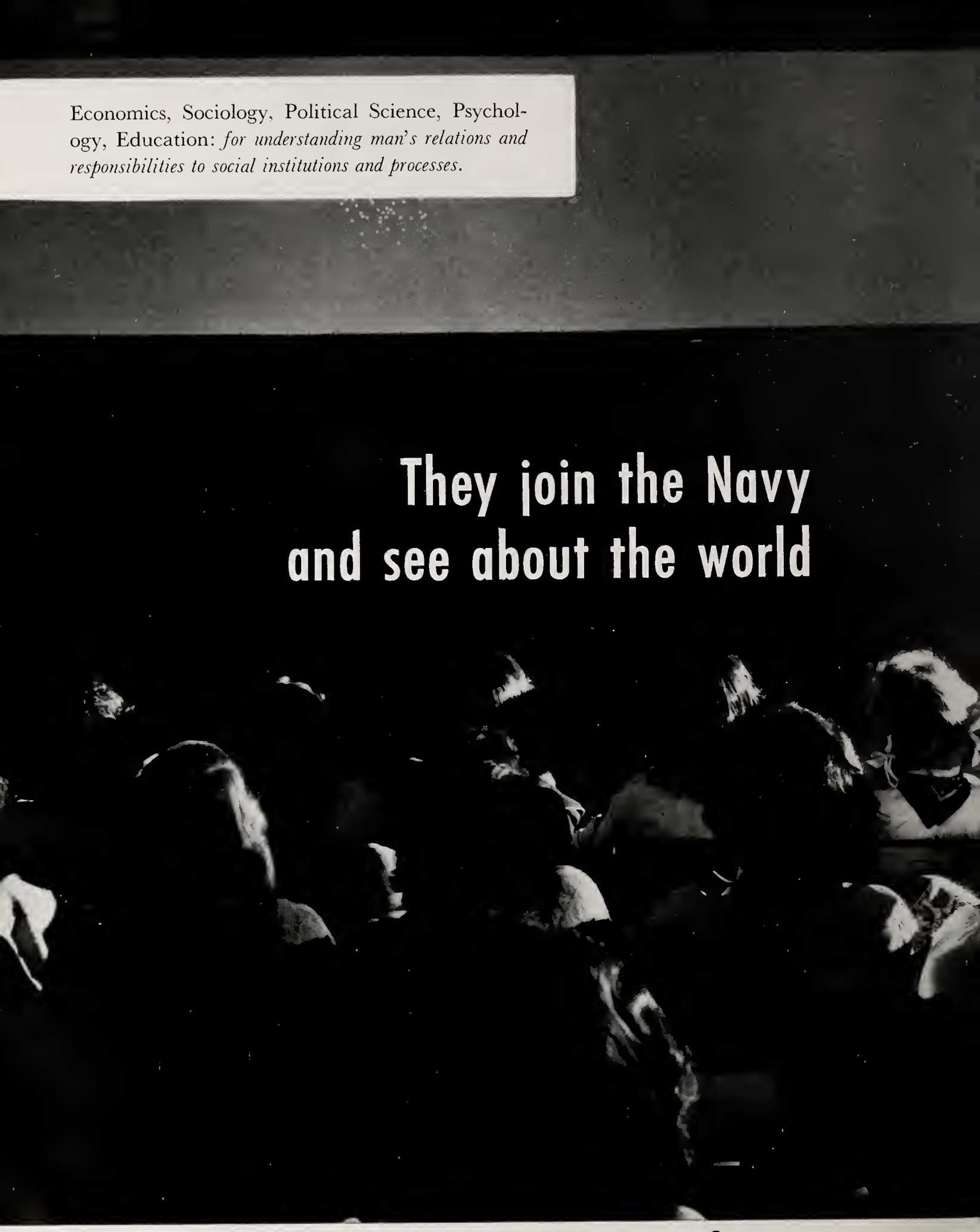
As lecturer in history, Director of Admissions, and Dean of Residence at Mount Holyoke, Mary Ashby Cheek educated whole generations of girls at her Alma Mater in gracious living as well as in learning.

and for the world . . ." Mary Lyon

EDUCATION · LIGHTS · THE · FUTURE · MOUNT HOLYOKE COLLEGE

Economics, Sociology, Political Science, Psychology, Education: *for understanding man's relations and responsibilities to social institutions and processes.*

They join the Navy and see about the world



"—not for individuals only but for our country

Radar Research for the United States Navy

Sitting in darkness watching flashes on a screen and recording reactions may seem like a dull way of joining the Navy—but the girls in our psychology department know it's a useful way. They're part of a vital psycho-physical research project in basic problems of perception as related to radar, under a special Navy grant.

This isn't the only time we've joined the Navy. Literally, what with sharing the campus with the WAVES during the war and boasting a boatload of ex-sailors among the faculty and alumnae, we feel as if we should walk with a rolling gait. Figuratively, we're joining the Navy all the time in the sense of contact with groups outside the campus. Nowhere is this more true than in the social studies.

The World's Their Classroom

Boston—Washington—Lake Success—Holyoke—a girl's next class may take her anywhere when she majors in the social studies. For social institutions and processes must be studied not only from books but from life, which is constantly embroidering new designs on basic concepts.

Our Department of Economics and Sociology, long distinguished for its field and research work, is always on the go—descending with notebooks on mills, stores, criminal courts, state hospitals. In turn, Mark Starr comes to the campus to tell the students of Contemporary Economic Trends how a well-run labor union operates. Students in Statistics Laboratory learn how to make figures reveal the truth. Majors flock to learn about Public Finance—and the college in general to study Marriage and the Family.

In Political Science students attend sessions of the state legislatures and the Congress, drop in on political party rallies, and observe, on the spot, the intricate workings of the United Nations. Seminar students in Current Problems in Government join with their professors and visiting experts in campus forums on a different major issue each year—The Far East, Federalism, Individual Freedom in the World Today.

Watching from behind an invisibility screen, students in Psychology and Education take careful notes on behavior in the campus Children's School which is frequented by professorial babies. These three- and four-year-olds major by choice in finger painting and do their honor work in putting away blocks. In the Jackson Parkway Nursery School in Holyoke, students share in an important service to an industrial community. Their book-learning is constantly vitalized by meeting real live children in these two environments.

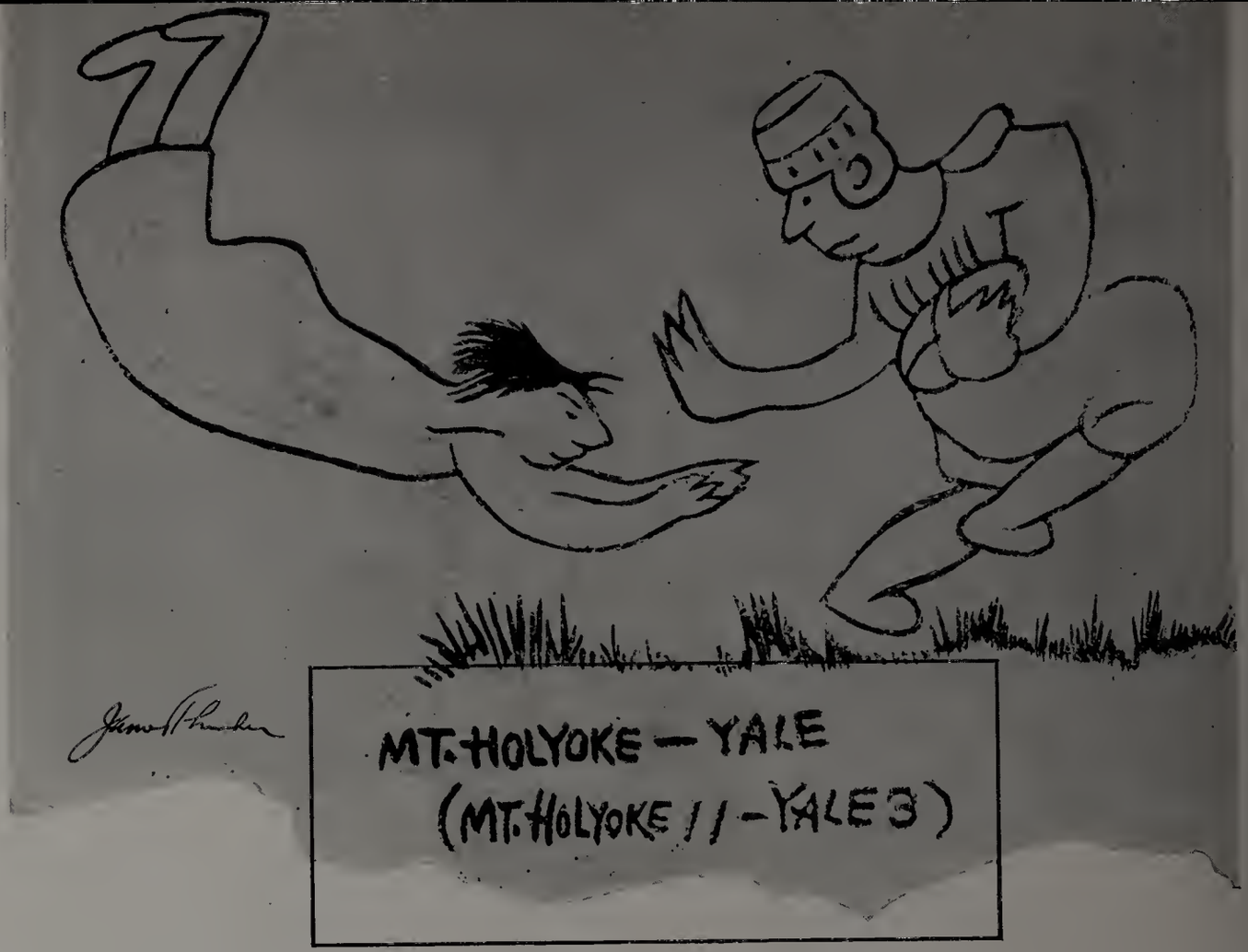
Senator Thomas Votes "Yes" on Us

Mount Holyoke's characteristic combination of thorough grounding in fundamentals and alertness to current changes is well received in the Capitol. Senator Elbert D. Thomas, who has been meeting with us over a generation, says of our students and instructors in international relations: "I have always been impressed with their common sense approach to this great field of knowledge. Mount Holyoke has constantly accepted the thesis that a better world can only come through a firm knowledge of the facts underlying the spirit of conflict which is in the earth and a definite planning and working towards overcoming the evils of warfare."

In the Arena

Our social studies professors are inspiring examples of public-spirited citizens who know what it means to be out in the arena bearing the heat and the burden of the day. During the war, for instance, Miss Victoria Schuck, Chairman of Political Science, was with OPA as a Chief Program Analyst and also helped, as a member of the International Secretariat, to write the United Nations Charter in San Francisco. Her path there crossed that of Miss Alzada Comstock, Chairman of Economics, who was reporting the Conference for *Current History* in the same lucid style which she had used in brilliantly reporting the Bretton Woods Conference.

Great numbers of our social studies majors enter public service and many, like their professors, see about the world from commanding locations. We're happy to introduce Evelyn Weeks Hersey '19, Special Assistant to the Commissioner of Immigration and Naturalization . . . Helen Goodner '30, Special Assistant to the Attorney General in cases involving income tax . . . Helen Demond '25, Assistant Economics Analyst with the Treasury Department . . . and Helen R. Nicholl, M.A. '39, the only woman appointed to the corps of 875 diplomats representing the United States throughout the world in 1946, when she won the rank of Vice-Consul in Calcutta, India. Helen of Troy may have launched a thousand ships of war, but she doesn't compare with our Helens in launching ships of state.



The Vision Is Tempting

In a Walter Mitty Dreamworld, it is pleasant indeed to contemplate Mary Lyon's beating up Eli Yale as thousands cheer . . . and receiving a million dollar stadium in the next morning's mail from alumnae gone mad with victory.

But in the real world, Mount Holyoke and all her sister colleges echo President Ham's famous ejaculation: "I sometimes thank God we have no football team!"

Whole-Woman-Making

The women's colleges have never gone in for big-business sport spectacles. Their frequent intercollegiate matches are just for fun, and their physical education programs include all the students all the time.

Mary Lyon, as usual, set the pattern. In an age when fragility was the fashion, and females were considered "too weak to bear the insupportable fatigue of thought," she conceived of regular and enjoyable exercise as an essential part of an education which would be "whole-woman-making." To this day, her philosophy prevails.

All-American Victories of the Angel Robe

At Mount Holyoke, the Physical Education Department works hand in rubber glove with the three college doctors. Together they study each freshman's physical examination, given in the first week of college, and her posture picture taken in an all-revealing angel robe.

Then they assemble her a custom-made sports and gymnasium program out of the hundred available elements.

In the first two years of required physical education classes, she not only has fun, corrects personal deficiencies, and learns a few skills . . . but absorbs the idea that she must balance recreation, work, and sleep to deserve an "A" in sensible living.

Angel robe posture pictures taken in the senior year and compared with the freshmen pictures symbolize an almost unbroken series of victories for the college . . . not the kind of victories that make the sports pages . . . but victories of girls over themselves.

"—not for individuals only but for our country

Outdoors—A Sportsman's Paradise

In the last two years, physical education is no longer required—and doesn't need to be. A few girls, of course, tend to neglect their health in their determination to go home with a Phi Beta Kappa key or on it. (The psychiatrist usually leads them to the light.)

But most of the girls need no urging to make use of our sportsman's paradise. Except for big-game hunting and deep-sea fishing, Mount Holyoke's 643-acre campus provides facilities for all the major outdoor sports.

The Boots and Saddles Club group canter off for Sunday morning breakfast rides. Modern dance devotees, sometimes using the natural amphitheatre, try out their own choreography. Members of our Flying Club "look down on everybody." The Outing Clubbers run a program of square dances (often intercollegiate), hostel trips, and hiking parties to their Cabin on Mount Holyoke. Winter's big feature is the ice carnival with figure skating to music. And when too much snow spoils the skating the girls are off on skiis.

Indoors—A Problem in Time-Space

Mount Holyoke's gymnasium, a relic of the horse and buggy era, is anything but a paradise. It was built for a few hundred girls whose indoor exercise consisted mostly of dumb-bell waving and slow-motion dances, such as the one an admiring French visitor described in *Le Figaro* as *"fertile en gestes platiques et en attitudes sculpturales."*

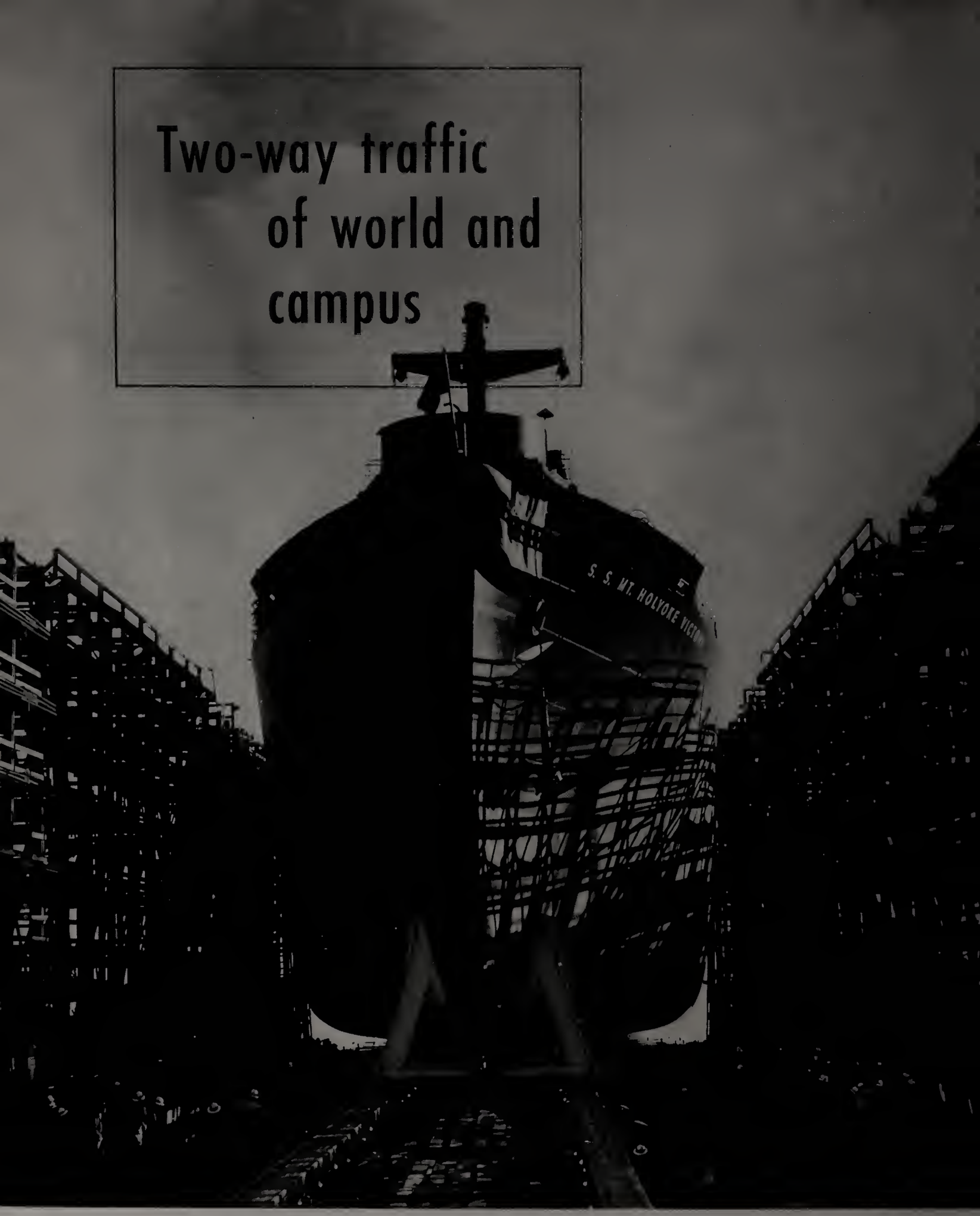
The same gym is being used today by more than a thousand girls who don't know what "attitudes sculpturales" are . . . whose modern dances so to speak hurl them into a basketball game on one side and a posture class on the other. The scheduling of activities in the gym when the temperamental New England weather precludes outdoor sports is an Einsteinian problem in time-space.

For uncounted years, Mount Holyoke undergraduates and alumnae have been saving pennies to build a swimming pool set like a jewel in a community-center-gymnasium. The fund grows so slowly that sometimes it's tempting to resort to the freshman's cartoon-inspired suggestion: "Let's challenge Yale or Army or Vassar to football or prizefighting in the Yankee stadium and use the gate receipts to build us a gym!"

But the college has faith that the necessary contributions will come eventually—for pool and gymnasium both—from people who believe in Mount Holyoke's health and physical education program. Why not? Every year the college sends out nearly a whole class of All-American champions at such lifetime sports as preserving balance in a giddy world.

and for the world..." Mary Lyon

EDUCATION · LIGHTS · THE · FUTURE · MOUNT HOLYOKE COLLEGE ·



"—not for individuals only but for our country

In Touch with Ships at Sea

Any Mount Holyoke student will boast at the drop of an academic cap that we have two ships named for us: the liberty ship *Mary Lyon* and the *S. S. Mount Holyoke Victory*. And she'll willingly quote what Master R. A. Smith said to President Ham when the *Mary Lyon* was launched:

> "Like the original lady who fought so long ago for freedom of educational opportunity, this new lady has struggled in her way for freedom of self-government by the peoples of the world . . . We will carry on the tradition of heritage and sponsorship, subject always to the perils of the sea and the vagaries of fortune."

No Ivory Tower

The man who said that colleges were ivory towers had never been to Mount Holyoke. Our sea-going connections are symbolic of a constant interchange between the campus and the world.

Our students are both guests and hosts at all kinds of intercollegiate and inter-world affairs. They discuss student government at conferences with their sister colleges . . . debate with Columbia and M.I.T. . . . send delegates abroad to international meetings . . . participate in South Hadley Red Cross work . . . entertain veterans at nearby hospitals. Our vigorous International Relations Club is host in 1948 to a big conference on the Near East. Its conclusions will probably be more constructive though less optimistic than those of a debate held here in 1895, of which the year-book said: "Debating Society settles Japan-China question for all time."

There's always a professor stepping out, too . . . Physiology flies to Copenhagen to lecture . . . Sociology conducts marriage clinics in Pittsfield and Cambridge . . . French spends his summers in Paris as cultural Director of the Save-the-Children Federation. Other professors are still on lend-lease to the government, like Ethel B. Dietrich, economic advisor to the American Military Government in Berlin.

Our experts going meet experts coming to call—musicians like Ginette Neveu . . . poets like Robert Frost and Stephen Spender . . . historians like Arthur M. Schlesinger, Jr. . . . professors like Sir Alfred Zimmern of Geneva, first to hold our Florence Purington Visiting Professorship.

No Stoplights

There are no stoplights in the flow of two-way traffic between Mount Holyoke and the world. As one faculty member puts it: "I had lived in New York all my life and felt excessively sophisticated—but I had to come to a country college to exchange views with an ambassador (John G. Winant), drink coffee with a Princess (Juliana), and get Frank Lloyd Wright's personal views over the dinner table on how to build my house."

and for the world . . ." Mary Lyon

EDUCATION · LIGHTS · THE FUTURE · MOUNT HOLYOKE COLLEGE ·

"—not for individuals only but for our country

Egyptian Frieze

President Ham says that driving up College Street late on a Sunday evening, just after the dormitories have closed, is like driving through an Egyptian frieze . . . on one side there's a solid line of suitors with their heads and thumbs pointed north to Amherst and on the other side a similar line pointed south to Yale. Certainly on weekends any stranger would assume that Mount Holyoke was coeducational: the big recreation halls, the house livingrooms, the town inns, the tennis courts, the canoes, even the beautiful reading room in the library have their quotas of couples.

But on weekdays the girls spend most of their time studying, undistracted by the battle of the sexes. This distribution of time and attention apparently results not only in the acquisition of excellent husbands (over 75% of each class marry nowadays) but in the ability to make them excellent wives.

Love Letter

James Thurber, husband of Helen Wismer '24, comments on this characteristic Holyoke combination of scholarship and courtship, brains and romance, in as gallant a love letter as a college ever received. He writes:

> I have always been impressed by the fact that the tough-minded, uniquely perceptive, and praise-stingy Gertrude Stein named Mount Holyoke as her favorite women's college. It is, of course, my own favorite, too. Years ago the father of George and Ira Gershwin was asked between acts of one of their musical comedies if he liked the play. "Like it? I got to like it," he said. Well, I like it anyway. It has turned out many charming and beautiful women. I once made the mistake of saying, "I have met a great many competent and talented Mount Holyoke girls," and I find these are not the virtues they care to have praised. It is perhaps more accurate, and a great deal safer, to say that Mount Holyoke has turned out many charming and beautiful women who just happen to be competent and talented.

Leading Ladies

There's a curious popular legend that a college education is wasted on women who marry, unless, like ministers' wives, they can directly help in their husbands' work. Holyoke statistics indicate otherwise overwhelmingly.

For one thing, hundreds of our married graduates continue their independent and eminently useful careers for a lifetime. We have dozens of laboratory technicians, for instance, whose careers are almost command performances: their Holyoke science training makes them so valuable that hospitals, medical schools and research institutes will hardly let them stop work long enough to have a baby.

For another thing, most of our married graduates use their college training in various kinds of community service, in addition to raising families. A rather spectacular example is Helen Gartside Hines '07 of Springfield, Illinois, wife of Dr. Herbert W. Hines, and mother of ten children, nine of whom served in the war. The Golden Rule Foundation in electing Mrs. Hines "Illinois State Mother of 1946," cited her for community leadership and for being well versed in education, welfare problems, and international affairs. She's one of Springfield's best citizens since Abe Lincoln. And except for that number "ten," she is the prototype of hundreds of Holyoke mothers who extend their mothering outside the home.

"Educate a woman and you educate a family" was never better illustrated than in the life of Anna Murch Hutchins '96. Mrs. Hutchins is the mother of two distinguished college presidents—Francis Stephenson Hutchins of Berea College and Robert Maynard Hutchins of the University of Chicago.

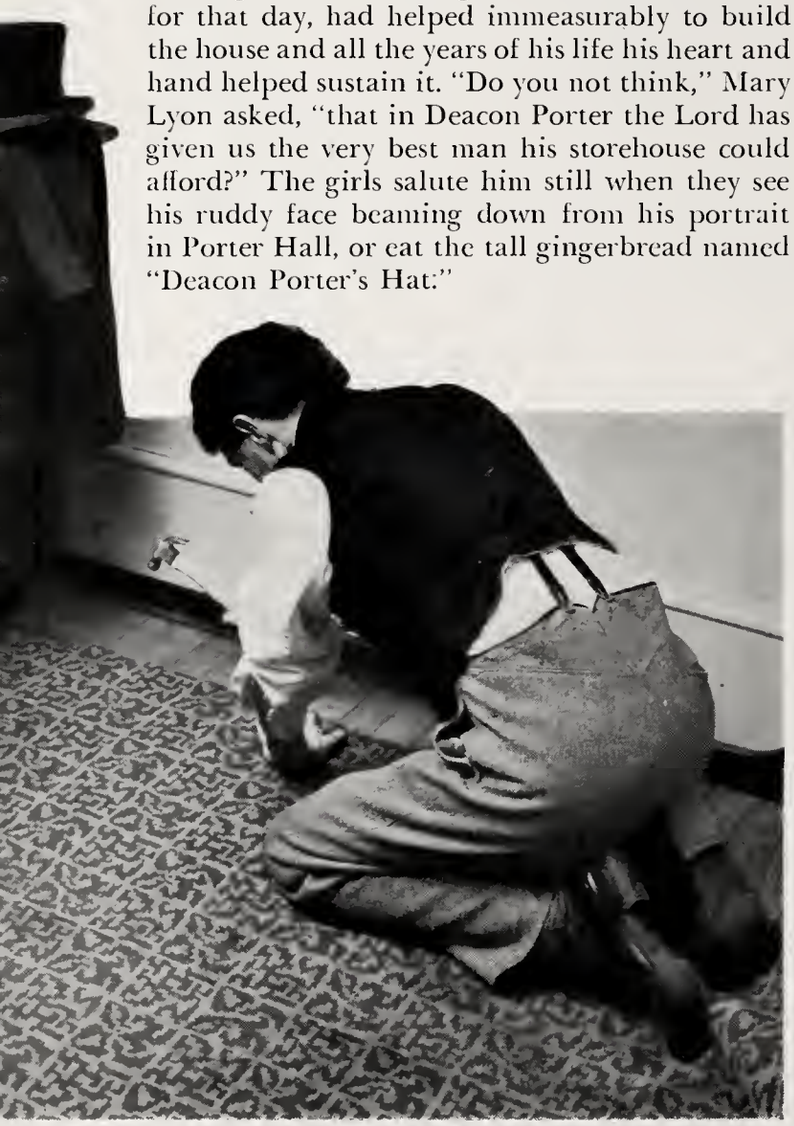
Her Son Became President

Pretty little Louisa Torrey Taft '45 (that's *1845*!) gave all Holyoke girls a star to hitch their wagons to. Her son became President of the United States. In 1914, when he spoke at the laying of the cornerstone of Mary E. Woolley Hall, President Taft said: "I feel a sort of nephew, for my mother and my aunt were graduates of Mount Holyoke and hence your sisters."

In that same Class of '45 were the mother of Ralph Connor, who pictured her in "Glengarry School Days," and the mother of Katherine Lee Bates, author of "America the Beautiful."

One remembers them . . . and all the mighty cavalcade of useful and often celebrated Holyoke sons and daughters who have followed them down the century . . . in watching the thousand lovely girls stream across the campus today. Surely one may feel a lift of the heart a bit in advance in speculating on the futures of young women so well trained by a liberal arts education for the liberal arts of marriage and motherhood.

Is there a benevolent gentleman in the house?



"YES!" said Deacon Andrew Porter the day Mount Holyoke Female Seminary opened its doors on November 8, 1837. He was on his knees tacking down a carpet when the first stage-coach full of girls arrived. His gift of $1,000, tremendous for that day, had helped immeasurably to build the house and all the years of his life his heart and hand helped sustain it. "Do you not think," Mary Lyon asked, "that in Deacon Porter the Lord has given us the very best man his storehouse could afford?" The girls salute him still when they see his ruddy face beaming down from his portrait in Porter Hall, or eat the tall gingerbread named "Deacon Porter's Hat."

"YES!" has been the answer for 111 years when Mount Holyoke has called for benevolent gentlemen. Deacon Porter was first of a long line of "the Lord's best men"—and women—whose material and spiritual gifts have made possible Mount Holyoke and all that it means to the nation and the world. Perhaps the Deacon's closest counterpart in modern times was Joseph Allen Skinner, a trustee for many years, who helped build the modern "house" of many rooms and who was in and out of it every day. The girls go to class in Skinner Hall and call his beautifully smooth golf course, which now belongs to the college, "Skinner Satin."

Our Buildings Have Biographies

The day Mount Holyoke opened, in a room above where Deacon Porter was working, a village boy named John Dwight was setting up a bedstead. He dropped it, bedazzled, when Nancy Everett walked in. Later, Nancy's domestic work assignment was bringing in the milk every morning . . . John was the delivery boy . . . and over the milkcans they fell in love. Though after their marriage they moved 'way off to New York, where John manufactured America's first bicarbonate of soda, they never forgot Mount Holyoke. (You can still meet the friendly South Hadley cow who brought them together, pictured on every package of Cow Brand Soda.) The old Dwight homestead is now the college Infirmary, and when John was eighty, he gave us one of our finest buildings, the Dwight Art Memorial. Today, descendants of John and Nancy help keep the building flourishing.

Every building on campus has behind it a story equally heart-warming . . . like the dormitory and chapel recently given by Emily Abbey Gill.

"—not for individuals only but for our country

Living Endowment

That bedstead John Dwight was setting up was a group gift from the women of a little Massachusetts town. It is a symbol of the small gifts by many people which together do as much as any one large capital gift to maintain Mount Holyoke.

We even had a gift from a hen once—Professor Hooker's Henrietta, who gave her Madison Square Garden prize to the endowment fund (and was in turn awarded the freedom of the campus). It's gifts like Henrietta's, small and large, that the college needs most today—unrestricted gifts which the trustees can use for the most pressing needs.

Mount Holyoke's greatest need today is endowment for faculty salaries. So far, we have been fortunate during the national crisis in education. Our faculty members have been remarkably loyal, even though remarkably underpaid. They enjoy teaching students of the caliber they find here and have for the most part stayed with us, in spite of flattering offers from other colleges and universities. But we cannot depend forever on their unselfishness to keep them here, unless we at least make provision in their salaries for the increasing cost of living. To that end, we are now seeking endowment of faculty chairs.

The word "endowment" with its aura of vast sums often frightens people. But not at Mount Holyoke! About twenty years ago, Miss Gertrude V. Bruyn, our ingenious Field Secretary, developed "The Living Endowment" plan by which anyone can become a patron of the college. It's based on the idea that $5 given annually for expendable operating funds equals the interest on about $150 given to endowment. Some years, the Living Endowment has been equivalent to the interest on a million dollars. Upon unrestricted gifts of this sort the financial future of the College largely depends.

May Their Tribe Increase!

The Living Endowment plan is supported not only by alumnae but by a large group of "benevolent ladies and gentlemen" who are members of The Mount Holyoke Society, devoted to promoting the welfare, aims, and ideals of women's education in general and Mount Holyoke in particular. Of the thousand members, many are parents of recent graduates who realize that no parent pays the complete cost of a college education. At present, the $1400 each student pays is about $400 short of what she costs the college, and the discrepancy has to be met either by interest on unrestricted endowment or out of Living Endowment. Many members of the Society—and may their kindly tribe increase!—have no personal connection with the college except in their desire to help.

Study the Picture

All can read the meaning of the picture-story above. One of the fundamental financial problems of Mount Holyoke is summarized in the contrast between the tall tower of Clapp Laboratory and inconspicuous little Shattuck Hall in its shadow. Shattuck, built for Chemistry in 1892 by generous donors of the day, can't possibly stand up much longer. It is inconceivable that the College's distinguished work in chemistry, so fruitful for America, should cease for lack of a building.

A new Shattuck must be built, as Clapp and the old Shattuck were built, through gifts from people who realize that a college, like liberty, must be reearned in each generation.

To Be Continued in Our Next Generation

Mount Holyoke has faith that all of us together—trustees, administration, faculty, alumnae, students, and friends—will keep on writing the story of everybody's college. We have faith that there'll always be a benevolent gentleman in the house and a new chapter each generation in our story of service to individuals, to our country, and to the world.

and for the world..." Mary Lyon

EDUCATION · LIGHTS · THE · FUTURE · MOUNT HOLYOKE COLLEGE ·

Printed in U.S.A.